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ABSTRACT

The decline in the number and status of women in educational administration and the magnitude of their lack of representation in administrative positions is evidenced by numerous studies. To achieve the goal of identifying the components of the problem, solutions suggested by the research, and implications for women who aspire to administrative positions in education, the research analyzed in this paper is divided into five sections. The historical facts and figures delineating the trend are presented first. Second, the myths and the realities relating to women in educational administration are examined. Third, the attributed causes of the problem--socialization and sex-role stereotyping, educational background and type of preparation, and discrimination--are discussed. Fourth, some means by which women are being advanced into and within the educational hierarchy are outlined. Finally, conclusions drawn from an analysis of the research are made. Among these are that personal commitment is the greatest challenge to women aspiring to educational administrative careers. To achieve management success women must overcome both internal and external barriers produced by sex-role stereotyping. (MLF)

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PERSONAL COMMITMENT: A PREREQUISITE FOR WOMEN ASPIRING TO EDUCATIONAL ADMINISTRATION

by

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November, 1981

EA 015 521

PERSONAL COMMITMENT: A PREREQUISITE
FOR WOMEN ASPIRING TO EDUCATIONAL
ADMINISTRATION

The decline in the number and status of women in educational administration has become clear in the last fifteen years.[1] Documentation has shown the magnitude of the problem and also the efforts which are underway to correct the problem. Evidence is cited in the discussions which follow to support the statement that women are not well-represented in administrative positions in education and that something can, and is being done about this waste of human resources.

Defining and understanding the problem and identifying areas in which change can be initiated is the focus of this research. To achieve the goal of identifying the components of the problem, solutions suggested by the research, and implications for women who aspire to administrative positions in education, it is necessary to divide the paper into five sections. The historical facts and figures which delineate the trend will first be presented. Second, the myths and the realities related to women in educational administration will be examined. Third, the attributed causes -- socialization and sex-role stereotyping, educational background and type of preparation, and discrimination -- of the problem will be discussed. Fourth, some means by which women are being advanced into and within the educational hierarchy will be outlined. Finally, conclusions drawn from an analysis

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[1] Dean Carlton, "A Survey of the Status of Females in the School World," Phi Delta Kappan 59 (June 1978): 718; Jacqueline Clement, Cecilia M. DiBella, and Ruth B. Eckstrom, "No Room at the Top," American Education 13 (June 1977): 20-26; Katherine V. W. Goerss, Women Administrators in Education: A Review of Research 1960-1976 (Washington, D.C.: National Association for Women Deans, Administrators, and Counselors, 1977); Phyllis Rosser, "Women Fight 'Old Boys' for School Administrator Jobs," Learning 8 (March 1980): 31-34; and David Wardle, "Sixty Years On: The Progress of Women's Education 1918-78," Trends in Education No. 4 (Winter, 1978): 3-7.

of the research will be made. The goal of this work is to identify the problem clearly and discuss rational solutions which should be accepted or can be effected immediately.

The Historical Trend

In the 1950s and 1960s, the "female enclave" of elementary and secondary teaching was "invaded" by men. The large number of men who entered education at that time were welcomed not only by educators but also by those who were critical of "the oversupply of women and the feminine attitude toward teaching"[2] Despite the fact that many of those men were simply exercising the choice of induction into an educational rather than a military organization, those men rapidly moved up in the educational hierarchy.

The majority of the elementary principalships were held by women in 1928. The following figures show the decline in numbers of women in that position:

Women Elementary Principals

1928 - 55%
1948 - 41%
1958 - 38%
1968 - 22%
1978 - 18%

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[2]Patricia Palmieri and Charol Smith Shakeshaft, "Up the Front Staircase: A Proposal for Women to Achieve Parity with Men in the Field of Educational Administration," Journal of NAWDAC 40 (Winter 1976): 59.

[3]Ibid., p. 58; Rosser, "Women Fight," p. 31; and Roald F. Campbell, Edwin M. Bridges; and Raphael O. Nystrand, Introduction to Educational Administration, 5th ed. (Bostom, Massachusetts: Allyn and Bacon, Inc., 1977) pp. 324-325.

Women have indeed lost ground in administration despite the larger number of administrative positions to be held because the data shows that in 1928, 85% of elementary school teachers were female - the same percentage reported for 1980 - yet fewer women hold principalships in 1980. These facts coupled with other research which identified teaching as one of seven occupations in which 70% of the employed are female would indicate that women are underrepresented in "their own" profession.[4] Nationally women account for only 1.4% of all secondary principals, 1% of the superintendents, and 3% of the assistant superintendents (often considered a "high visibility," low chance for advancement position).[5] This "integration from the top" in the educational bureaucracy can have profound effects on the future of women in educational administration. Despite a slight increase in the number of women superintendents in the last three years, women in upper and middle administrative positions are becoming an "endangered" species.[6]

As most other educational issues, the one of a lack of advancement of women in educational administration is complex. The problem of a lack of and inaccuracy in reporting is one important aspect of the problem. Before 1965, few researchers had studied women in educational administration. It had been the belief that women "were not capable of assuming leadership roles; and few women aspired to, studied for or sought administrative

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[4]Palmieri and Shakeshaft, "Up the Staircase," p. 58.

[5]Wilma C. Robinson, "Secondary School Women Principals and Assistant Principals in Ohio: Characteristics and Aspirations," American Secondary Education 9 (June 1979): 3; and Rosser, "Women Fight," p. 31.

[6]Joseph M. Cronin and Sally B. Pancrazio, "Women as Educational Leaders," Phi Delta Kappan 60 (April 1979): 584-585.

positions."[7] This statement is not entirely untrue but the myth of lack of preparation of women and the reasons behind their low career aspirations will be explored in another section of this paper. What is true is that prior to the Civil Rights Act of 1964, and really not until the Equal Employment Opportunity Act of 1972, did much interest in women in administration occur.[8] With the passage of these "enforcement powers" in 1972, a greater emphasis was placed on finding and hiring women to fill positions, both in business and in education, in administration and management. Reporting the "new status" of women and satisfying government regulations became an integral part of this change in recruitment and employment practices.[9]

Women in educational administration have found that the method of reporting has proven to be a problem. It has been difficult, due to differences in categorization and to insufficient reporting, to analyze reliably, the status of women in educational administration. The NCES is attempting to report more accurately the facts but until all the factors - including relative salaries, workloads, promotion opportunities, tenure, quality of the institution - which describe status are identified, the number of women in administrative positions cannot be considered a sufficent indicator of advancement or a measure of equality.[10]

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[7]Goerss, Woman Administrators, p. 5.

[8]James R. Terborg, "Women in Management: A Research Review," Journal of Applied Psychology 62 (December 1977): 658.

[9]Jeanine N. Rhea, "The Status, Training and Future of Women in Business: Critical Questions for Research in the 1980s," Journal of Business Education 55 (April 1980): 312.

[10]Cronin and Pancrazio, "Women as Leaders," p. 584; and Marian Lief Palley, "Women as Academic Administrators in the Age of Affirmative Action," Journal of NAWDAC 42 (Fall 1978): 4.

Colleges and universities are educational institutions in which women have traditionally found it most difficult to advance, even at the lower status levels.[11] Despite the increase in the number of women students attending colleges and universities (10,889 in 1921; 92,483 in 1976) and the increase in the number of women receiving master's and doctoral degrees (29% and 20% respectively in 1975-76), only about 18% of higher education faculty are women. Contrasted with the 1920 figure of 26% women faculty members, the most recent percentage shows women to have lost ground also in higher education positions.[12]

Women have felt in more ways than loss of number of positions the results of the decline in representation of women in higher education. Women, as a group, have been found to "cluster" at the lower ranks of faculty positions and many women who are faculty members rated a higher degree of "prestige" hold those higher positions at the less prestigious institutions. Even colleges created for women (and by women) do not have a history of significant representation in administration by women.[13]

Women faculty members are faced with a number of barriers in institutions of higher education. They are paid less for doing more work than male faculty members and the average income gap is approximately $3,500-$4,000.[14] Other than economics, women are restrained in advancing

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[11]Wardle, "Sixty Years," p. 3.

[12]Clement et al., "No Room," p. 23; James M. Frasher and Ramona S. Frasher, "Educational Administration: A Feminine Profession," Educational Administration Quarterly 15 (Spring 1979): 2; and Strommer, "Feminism and Education," pp. 81-82.

[13]Cronin and Pancrazio, "Women as Leaders," p. 583.

[14]Palley, "Women Academic Administrators," p. 3; and Strommer, "Feminism and Education," p. 82.

administratively because they are forced to wait, on the average, from two to ten years longer for promotion than their male colleagues.[15] Because more men have tenure (64%) than women, because many administrators in colleges and universities are recruited from faculty, and because women are underrepresented, women do not rise to the ranks from which they can be promoted. In schools of educational administration, only 2% of the faculty are women.[16] Women are being effectively barred from entering educational administration in representative numbers.

The background of experiences in the educational setting for women desiring to move into administration makes clear the obstacles to be overcome before access can be gained to administrative positions. Problems of acceptance, mobility, and success will be discussed later but it is relevant at this point to note that the solution to the problem of women in educational administration is not a simple one. The "right of women to develop themselves fully in the business (and education) world is no longer really an issue."[17] The issue arises in the context of existing educational, institutional and social barriers. Equality of opportunity for women in educational administration is still a goal.

Myths and Realities

Do women lack the necessary experience and training for administrative positions, thereby creating an inadequate pool of potential from which to

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[15] Clement et al., "No Room," p. 22.

[16] Ibid.; and Palley, "Women Academic Administrators," p. 3.

[17] Rhea, "Future of Women," p. 312.

draw administrative talent? Are women limited by societal sex-roles and discriminatory practices in the recruitment and advancement of women in educational administration? Do women fear failure, fail to prepare and apply for administrative positions and just generally suffer from "lack of aspiration?" The identification and discussion of some of the possible sources of this problem must include the invalidation of myths and the substantiation of the realities of the issue.

The "advancement" of women into leadership roles has been highly publicized. However, there are dangers in the optimism associated with a gradual move of women into high visibility positions. Though women may become more common at the top levels of educational administrative hierarchies, these changes in chief executive positions do not reflect changes at the "middle management" level - at which the largest number of positions exists. Colleges and school systems employ men in three-fourths or more of the middle management executive positions and are effectively hindering women from advancing in educational administration. Because most women are prevented from gaining the necessary experiences and opportunities needed to qualify for higher levels of administration, inequity continues.[18] Future enrollment predictions reflect continued decline, and the freezing of the number of senior and tenured positions will only act to keep women in junior positions due to decreasing opportunity.

The actual decline in number of women in administration and the lowering of their status shows that the facts about women in management posts are not so spectacular as those facts publicized.[19]

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[18] Cronin and Pancrazio, "Women as Leaders," p. 583.

[19] Ibid., p. 584.

> The recent trend of appointment of women to staff roles, such as assistant to, or the assistant or associate position which is a staff and not a line position does little to aid the credibility of equity or fairness within education.[20]

As long as women are to be found predominantly in "positions outside the career path," they will be unable to wield influence and effect needed changes in the equality of opportunity in the educational system.[21] As long as women continue to hold predominantly managerial roles (directors, consultants, supervisors) and administer the low status programs of women-related projects and women's colleges, they will remain separated from the mainstream of educational administration.

The reduction of the number of women administrators cannot be explained away by the "lack of training and experience" argument. For example, the number of masters and doctoral degrees in educational administration awarded to women increased from 1969 to 1975, but the number of women administrators decreased. Women not only have, on the average, more education "hours" required for certification than men, but also academically out-perform their male counterparts.[22] Women also have more years experience in the classroom, more experience in instructional staff positions and, proportionately, more advanced degrees than men in administration.[23] It has been discussed that

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[20]Margaret C. Berry, ed., Women in Higher Education Administration, A Book of Readings (Washington, D.C.: The NAWDAC, 1979), p. 33.

[21]Ibid., p. 125; Carlton, "Survey of Status," p. 718; and Terborg, "Women in Management," p. 656.

[22]Rose K. Reha, "Preparing Women for Management Roles," Business Horizons 22 (April 1979): 68-71; and Robinson, "Women Principals," p. 4.

[23]Ibid.; and Judith A. Smith, "Encouraging Women to Enter Administration," NASSP Bulletin 62 (May 1978): 116.

women seldom have access to the traditional "stepping stones" to success; but other reasons, important ones, must be identified to clarify how and why women are so effectively hindered. The problem is more than situational.

Attitudinal barriers, those of women and men, and discriminatory hiring practices are plausible causes of why and how women are not advancing in educational administration in ways similar to men. "Catch phrases" describe or label some of the problems women face. The "Old Boy Network," the "Queen Bee" and the "Cinderella" syndromes have been identified as attitudinal causes of behaviors which have adversely affected women's careers. Also, most suggestions about what can be done center on what the woman must do to eliminate these attitudes and halt these behaviors. A woman, the consensus opinion would indicate, must be exceptional and overqualified to succeed as an executive.[24] She must also deal with the problem of discrimination as unique to women.

The preception of the issue of the "decline" in number of women in educational administration as "a woman's problem" overlooks the importance of effective and efficient human resource allocation. The low number of women in educational administration points out the waste of female brain power and the inadequacy of current training programs in dealing with this issue.[25] Granted, the problems resulting from sex-role stereotyping are

[24]Goerss, "Women Administrators," p. 14.

[25]Cronin, "Women as Leaders," p. 384; and Alfred Merino, "A Program Report: Training Minority and Women School Administrators," in Emergent Leadership: Focus on Minorities and Women in Educational Administration 2 (Spring 1978): 38.

not solely the result of the educational system but the tradition of American education has been the maintenance of the status quo. That persons in positions of authority would place the onus for improvement on women demonstrates this lack of regard for the potential contribution of this group. If women feel the "problem" is of their making and their solving, if they are not encouraged to prepare for administrative careers, if they have no role models to follow, if they are not integrated into the male-dominated network, they are not likely to succeed in significant numbers.[26] They are also not likely to contribute in quality of contribution.

A myth which could add to the debilitating effect on education of a lack of women administrator's contributions is that "women do not need these (administrative) positions."[27] In 1975, the statistics showed that 46% of women 16 and older were in the work force and that their median income was 57% that for men. If at least one out of every two females in America is the sole wage-earner in her household, it becomes obvious that women are working to satisfy the same economic needs as men.[28] There is a culture lag in the job opportunities open to women as compared to the social and economic trends which have accelerated them into the career market.[29] Despite their fear of success and the lack of encouragement of aspiration, women are being forced to examine economic considerations in

[26]Julia K. Muller, "Interest and Involvement of Women in University Governance," Journal of NAWDAC 42 (Fall 1978): 10; and Robinson, "Women Principals," p. 5.

[27]Ibid.

[28]Robinson, "Women Principals," p. 4.

[29]Palmieri and Shakeshaft, "Up the Staircase," p. 59.

job opportunities. As long as inequities between men and women in salary and in other aspects of employment in education continue, the educational system will continue to suffer "brain drain" as women seek more lucrative and rewarding careers in business and private and governmental agencies.

Causes: Socialization and Sex-Role Stereotyping, Education, Discrimination

The reasons for women's limited participation in educational administrative positions are numerous but three interrelated areas stand out as major causes of the problem. Three "models," one for each of these areas, were offered in the work of Frasher and Frasher (1979) and each clearly and simply identifies the assumptions on which each "cause" is based.[30]

The first model deals with the socialization process and is called the "Women's Place" model. Sex-role stereotyping of both males and females falls under this category and reasons are cited which the authors believe cause women not to aspire to educational administration careers. The "Meritocracy" model reveals the inequities of the educational process and the myth that people are selected for jobs on the basis of ability and qualifications. This idea is discussed in relation to the realities for both men and women of "meritocracy." The "Discrimination" model is built on the assumption that women have been systematically excluded from administrative positions, and it identifies many of the "excuses" used to limit the number of women entering educational administration.[31] These three categories of "cause" reveal the environment in which women are taught to place

[30] Frasher and Frasher, "Feminine Profession," p. 4.

[31] Ibid.

limits on themselves, to accept their societally imposed limitations, and why they are limited by the system and held back from advancement despite their recorded successes in overcoming the first two obstacles. The effects of these three causes are shown in the research literature to profoundly affect women's lives and their chances for career success.

Historically, teaching has been the most popular career choice of women and the largest professional category (one of the few available) occupied by women. Women were accepted as nurturer-supporter stereotypes but, though they were able to realize employment through the opportunity to teach, the actual scope of their vocation was only an extension to a larger setting of their familial caretaker, housekeeper role.[32] Much female talent was, and continues to be, lost to society.

The socialization process and the perpetuation of sex-role stereotypes begins at home. Parental interest and pressure exert a great deal of influence on the career aspirations of children. In conjunction with the educational process, males and females are sorted and channeled into different career categories.[33] Through this process men most often become encouraged to pursue a career path; women are encouraged to model stereotypical female behavior. As a result, men are supported and encouraged in their aspirations and women are discouraged. Women can come to think of themselves as unable to manage a career and often never enter the talent pool to which we credit so much of the potential for success of our society.

Sex-role stereotyping refers to the "widely held beliefs concerning

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[32] Ibid., pp. 5-6.

[33] Rhea, "Future of Women," p. 313.

appropriate male and female behavior."[34] These behaviors are not related to the ability to display the behavior, they are just expected behaviors. These expectations can create many problems for both men and women but an even greater danger lies in sex-characteristic stereotyping. This label describes beliefs concerning sex differences as related to personality traits.[35] These beliefs hinder both men and women because they are related to performance. Though science may yet prove that significant biological and psychological differences exist between the sexes, such beliefs (not based on evidence) can only heighten the problems in obtaining equality of opportunity. Such beliefs set the stage for discrimination.

Major studies of sex differences of persons in educational leadership positions have shown that different patterns of career development, instructional supervisory roles, and administrative styles exist. The differences are found to be related to one another and to traditional stereotypical behavior and expectations of the sexes.[36] For women, such behavior can label them as not having the appropriate characteristics which would enable them to succeed in management positions or to assume leadership roles. Women, therefore, have difficulty functioning within a work environment dominated by the "male experience" and must learn to behave effectively through adaptive behavior. They must become socialized to the male culture and the male experience in order to develop into contributing members of the

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[34] Terborg, "Women in Management," p. 650.

[35] Ibid.

[36] Frasher and Frasher, "Feminine Profession," p. 5.

organization.[37]

Adapting to the male experience is very difficult for many women because they have developed a "mind set that has more to do with individual attributes and their effect on others and far less to do with actively engaging the environment."[38] For these reasons, patterns of movement into educational administration are different than men's patterns for women. However, women in educational administration share many personal attributes in common with men. Many women who have been successfully socialized into the educational administrative environment have been found to have begun this type of socialization before they started their careers.[39] Such women have learned to be less concerned with their effect on others and more concerned with understanding the organizational environment within which they plan to administer.

Studies of personal attributes of female executives show similarities with male executives. Their self-esteem, motivation to manage (measured by competitiveness, assertiveness, and uniqueness) and mental abilities are on the average similar. What differences in management performance do exist have been found to be easily changed with training and experience. However, the weakest point for women is the "fear of success" motive.[40] It is

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[37]Terborg, "Women in Management," p. 651; and Margaret Hennig and Anne Jardim, The Managerial Woman (Garden City, New York: Anchor Press/Doubleday, 1977), xii-xiii.

[38]Hennig and Jardim, Managerial Woman, p. 16.

[39]Ibid.

[40]Terborg, "Women in Management," p. 657.

this "motivation" that contributes to the problems for women in administration due to their need to continuously prove their success. Women grow up in and work in ambiguity.

Boys grow up learning to tolerate each other and to work with each other despite their differences. For women, who grow up rather intolerant of each other, relationships, especially in the work setting, become ends in themselves - prerequisites to success.[41] For these reasons women can become stereotyped as being intolerant and overreactive in many situations. The pressures to prove success are many for a woman and it is a burden of proof for which men are never asked to submit.

Men grow up "knowing they will have to work for the rest of their lives, they are expected to, and they prepare for it."[42] Career advancement patterns and the informal network system, both of which have their origins and functions in the white male culture, are traditions which are socially sanctioned norms for men. Men's ambitions are supported and they are seen as legitimate.[43]

Although the two-income family has become a common phenomenon and has given the working women "a new respectability, the career woman is still a novelty, and a suspect novelty, outside of a few traditionally feminine occupations."[44] Even within education the "invasion" of men and the institution of the "old boy" network has shown that women are "suspect" even in the nurturer-supporter role. Despite complaints that women were "over-

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[41] Hennig and Jardim, Managerial Women, pp. 32-33.

[42] Ibid.

[43] Ibid.

[44] Wardle, "Sixty Years," p. 6.

feminizing" the profession, women have always been very much under the influence of fulfilling the sex-role stereotypes held by men. Women's perceptions of their roles are strongly related to these stereotypes and create conflict when they attempt to assume other than traditional roles.

The conflict created for women who attempt to escape sex-role stereotyping influence on their career decisions is experienced at two levels. Women experience conflict between their self-perceptions of their roles and the roles demanded of them by relevant others. Women experience great emotional conflict and physical exhaustion when they take on additional roles. A career is added to the job of being a mother, which was added to the job of being a wife. Such women become victims of role overload because of the many demands made on their time.[45] These women are suffering from more than overload, they also suffer because of their lack of direction.

Women are taught to desire and seek social approval. This becomes a directing force in the lives of women. They are more likely than men to alter their estimations of their own competence on the basis of others' opinions, and are more likely to denigrate their abilities and accomplishments "despite objective data to the contrary."[46] This is labelled the "Imposter Phenomenon" and is most common among women with graduate degrees who feel anxiety and lack self-confidence regardless of their grades and accomplishments. This phenomenon is further aggravated by the issues of sex identity and vocational identity with which they experienced difficulty

[45] Terborg, "Women in Management," pp. 657-658; and Palmieri and Shakeshaft, "Up the Staircase," p. 59.

[46] Linda L. Nielsen, "Sexism and Self-Healing in the University," Harvard Educational Review 49 (November 1979): 471.

at both the secondary and postsecondary levels. Clarification of these issues is desperately needed by women.

Despite problems of sex-role stereotyping and the pressures on women to become socialized in the male dominated system in educational administration, women have had many successes in educational administration. Women have been evaluated as extremely successful in principalships - an area of administration from which they are slowly disappearing in number. The democratic leadership style many exhibit stimulates participation by teachers and the concerns of women principals with the total school process demonstrate their positive efforts to establish good relations with students, teachers, and superiors. This valuing of others has resulted in the valuing of women in certain administrative positions.[47] The decline in the number of women in administrative positions must be realized by other educators as an alarm. This loss of women is a tragedy for American education.

The exclusion of women from the informal network systems in educational organizations heightens the negative feelings which result from the internalization of "inferiority" and their fears of rejection (the motive to avoid success). For those women who enter training programs in educational administration, "the absence of women in faculty and administrative positions serves as a silent but potent message to female students that 'aiming high' would be foolish indeed."[48] However, the problems women face are not

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[47]Frasher and Frasher, "Feminine Profession," pp. 8-9; and Hennig and Jardim, Managerial Woman, p. 30.

[48]Betty Blaska, "Women in Academe - The Need for Support Groups," Journal of NAWDAC 40 (Summer 1976): 175.

specific to educational organizations, they are universal. Preparation of women for roles other than traditional ones must begin in the early years to have long-range effectiveness. Such preparation must also be in conjunction with the preparation of men to perceive women as valuable and to accept them - especially into the administrative hierarchy. The solution to this problem lies in the mutual efforts of all persons in the society. Educational organizations should be in the front lines of this effort.

The educative process is one which exposes itself to direct examination and criticism. Schools have traditionally been used as socializing agencies and the failure or success of schools to meet the needs of society is a basic criteria on which they are evaluated. Schools can be affected by policies such as the Equal Employment Opportunity Act of 1972 and do have the potential to modify students' attitudes through the schooling process.[49]

Equality of opportunity as stated in law has four definitive meanings. These meanings are as follows: 1) equal access to education, 2) equal participation in education, 3) equal educational results, and 4) equal educational effects on life chances.[50] Though the first two of these points are the most easily understood and, compared to the other two, the most easily implemented, it is these two points at which women and other minorities have had the greatest difficulty. If the action to obtain equality of opportunity

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[49]Jeremy D. Finn, Loretta Dulberg, and Janet Reis, "Sex Differences in Educational Attainment: A Cross-National Perspective," Harvard Educational Review 49 (November 1979): 497.

[50]Ibid., p. 498.

is barred from the start with obstacles too great for most persons to overcome, then equal opportunity will not soon become a fact in educational institutions.

Three processes can be suggested to correct this problem and which could increase the educational opportunities for women and other minorities. The first process to implement in schools can be labelled "exposure." This refers to the degree of exposure to course materials and required skills which now differs for males and females. The second process, "academic support" refers to the encouragement and assistance the students need from teachers, counselors, and other students. The third process, "modeling," is intended to provide those models of sex-appropriate behavior, particularly in non-traditional roles, with which students can identify and develop a sense of legitimacy.[51] All three of these steps are aimed at not only improving the educational situation but also the career chances of women and other minorities. Supportive educational programs can make a difference if equal opportunity is built into them. With the improvement of the learning situation, the battle against strongly established attitudes and expectations about courses, counseling, models, and career paths for boys and girls can be more effectively waged.

A stereotypical, and too often accurate, description of women follows:

> Women, as compared to men, have lower career aspirations, restricted career choices, lower career commitment, higher career indecision, more fear of achievement and less college persistence. They face role confusion, home-career conflict, low self-esteem, uncertain identity and consequent college maladjustment and emotional instability.[52]

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[51] Ibid., p. 497.

[52] Blaska, "Women in Academe," p. 173.

Women must obviously learn to develop basic survival and advancement skills. Women must come to perceive their economic future as more closely tied to their personal career aspirations. If women expect to overcome the problems of discrimination, they will have to prepare themselves emotionally and educationally to stand up to the challenge of unequal treatment.

The publicity given by the media to the advancement of women in educational administration would seem to suggest that women are being given increased opportunities. However, "evidence of both overt and subtler forms of discrimination continues to be reported."[53] If women are to achieve true equality of opportunity, they must become educated about discrimination so that discriminatory arguments can be preceived, dealt with, and overcome as obstacles to advancement. Women must develop "the ability to recognize discrimination (because that) ability depends in part upon how carefully a person has been trained to see it."[54] Women need then to develop coping skills in order to become more assertive and must learn to gain intrinsic rewards from their behavior. As women become more aware of discriminatory practices, they will become less "stereotypically" vulnerable. Strength for women lies in education - the right education.

Women may be able to overcome these major obstacles to their advancement. However, even if they reject sex-role stereotyping and develop self-concepts consistent with managerial positions, there is no guarantee that entry into managerial positions will parallel attitudinal changes. Covert discrimination will remain even when open and overt discrimination has ended,

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[53] Terborg, "Women in Management," p. 647.

[54] Nielsen, "Sexism and Self-Healing," p. 467.

especially as long as sex-role stereotyping exists. Laws which mandate equal opportunity are merely the impetus for change. It is well-known that when threatened by law to comply or be punished, the "insiders" can manipulate the system to avoid either outcome. This is particularly threatening for women because such an informal system is at the heart of educational middle management and its influence grows more critical as you move up.[55] This informal network can prove most effective in eliminating women before they can get started.

Discrimination at the entry level "refers to non-job-related limitations placed on an identifiable subgroup at the time a position is filled."[56] This has been a common "tradition" women have faced. They have been discouraged by vocational counselors, the sex typing of jobs, the lack of support from male peers, the lack of a female support system, negative concepts of women in management positions, pay discrepancies, prejudicial evaluations, and most recently the "fear" of competition.[57] However, charges of "reverse discrimination" can be met with the fact that the law does not require that women be preferred, but that they be given equal opportunity. The discriminatory practice of business which allows the gradual accession of women to higher management positions has already permeated the educational system. "Women have for many years served ably in educational leadership roles."[58] This record is too frequently overlooked.

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[55]Hennig and Jardim, Managerial Woman, xiii, p. 6.

[56]Terborg, "Women in Management," p. 649.

[57]Ibid.; Berry, "Higher Education," pp. 7-9; and Clement, et. al., "No Room," pp. 21-22.

[58]Cronin, "Women as Leaders," p. 583.

Solutions: Personal Commitment, Training Programs, Internships, Sponsors, Networks

Citing examples of women who have been successful in administration is a requisite to preparing other women for similar career paths. In order for women aspiring to educational administration careers to increase their chances for success, it is vital to identify the traits of these women who have achieved success and to determine which qualities are skills which can be improved. The methods used to improve these skills must then be incorporated into the curricula of preparatory programs. By responding to the particular needs of women, chances for success will be improved - but only if women take advantage of such opportunities for growth.

To determine what it is that makes some women "successes" in management positions in educational settings, requires a determination of practice, not policy and achievement, not goals set.[59] Empirical data is needed not only to establish success but also to dispel the belief that women are incapable of effective administrative performance. As shown in reviews of the literature, the evaluations of women administrators, whether on the basis of actual performance as rated personally, or by superiors or subordinates, have so far indicated that there either have been no performance differences as distinguished by sex or that women are rated higher. The impact this research documentation can have is significant in two ways: one, women can become accepted as highly capable administrators and two, some "feminine types of behavior can be shown to be the more effective administrative behaviors.[60] However, despite lower performance ratings than women, men are

[59] Ibid., p. 313.

[60] Berry, "Higher Education," pp. 28-29; Clement et. al., "No Room," p. 22; and Frasher and Frasher, "Feminine Profession,"pp. 1, 10.

still promoted to the majority of administrative positions.

Women must take advantage not only of formal training programs available to them, but also of the more informal roads to success. Teachers (70% of whom are female) have many first-hand opportunities available through which to gain experience and skill in administering. Classroom experience is especially important, but other types of experience such as working with teachers and professional organizations, community groups, serving on professional committees or in semi-administrative posts are chances not to be missed by those women who want to become successful administrators; and by those who wish to begin to make beneficial "connections" with superiors.[61]

Women and men need additional training to help eliminate the attitudes and assumptions that make it difficult for both groups to work with female peers, superiors, or subordinates. Problems which may be encountered need to be anticipated. Suggestions for change need to be translated into action and the means to effect change must include more than the development of skills. Vocational counseling and career guidance services for women students must be improved. Access to the amount of visibility in administrative positions must be increased. Networking and other support systems need to be set up to raise the chance of success for women. Most of all, educational institutions must meet both the moral and the legal responsibility of providing equality of opportunity.

Personal Commitment is the greatest challenge to women aspiring to educational administrative careers. Women must take responsibility for their

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[61] Campbell et al., Educational Administration, pp. 343-44.

careers. They must "declare themselves."[62] Despite affirmative action programs, "until women begin to think of themselves as leaders and undertake the additional formal and psychological preparation required," the pool of qualified women will be insufficient.[63] For a woman who wishes to qualify for this "pool," the major obstacles are psychological. She can gain the training and the credentials associated with leadership but she must overcome tradition and the persistence of stereotypes. She must show first, willingness, and second, ability, to move up and to work with other people, especially women, despite the effects of the socialization process. Her usefulness and effectiveness may be critically dependent on her working relations with others. She must be committed to success.

Women must cease to be hindered by the "emotional qualities" of intolerance, suspicion, and dependence associated with their gender and must show teamwork ability, emotional stability, self-reliance, and aggressiveness. In short, a woman must develop the self-confidence and extra competence necessary for her to perform successfully in "pioneer" roles in educational administration.[64] A woman, to be accepted into the hierarchy of administration, must be over-qualified and over-competent but not over-bearing. To achieve management success a woman must overcome both internal and external

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[62] Ira Freedman, "Women in Educational Administration," The Education Digest 45 (March 1980): p. 35.

[63] Ellen Kimmel, Dorothy Harlow, and Mary Topping, "Special Programs to Promote Women into Educational Administration," Phi Delta Kappan 60 (April 1979): 586.

[64] Cronin and Pancrazio, "Women as Leaders," p. 585; Freedman, "Women in Administration," p. 35; and Kimmel et. al., "Special Programs," p. 586.

barriers produced by sex-role stereotyping.

People will usually (other things being equal) choose careers "that are consistent with their beliefs about themselves."[65] Unfortunately, women perceive themselves as different or opposite to men on traits required for successful management. Their degrees of self-confidence are also consistently different and their performance expectations and self-evaluations of ability are lower than men. Women are also not as great "risk takers" as men.[66] These differences in women's responses result from differences in perception and their consequent behavior is a result of both. The evidence behind these statements indicates that women may be allowing themselves to be the most effective obstacle to their career advancement.

Men and women live in essentially two separate subcultures and women who work in essentially male structures must switch their subcultural membership to survive. The "male managerial model" perpetuates the societal norms that say a woman should not or cannot be successful in management. The educational careers of boys and girls differ according to types and levels of courses taken and in continuence,therefore many women are de facto excluded from consideration for such roles as management. Women must go through deculturation to enculturation to survive and/or advance in the male subcultural framework.[67]

Women must conceive a personal strategy and management style similar

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[65]Terborg, "Women in Management," p. 647.

[66]Ibid., pp. 647-648; Berry, Higher Education, p. 1; and Hennig and Jardim, Managerial Woman, p. 29.

[67]Strommer, "Feminism and Education," p. 86; Terborg, "Women in Management," p. 647; and Wardle, "Sixty Years," p. 4.

to men. Differences in socialization patterns also create differences in effectiveness of outcome of the adopted strategies and styles. Behavior which is defined for a man as leading to winning, achieving a goal, or reaching an objective, is often decribed as aggressive and overbearing in a woman and can greatly reduce her effectiveness as an administrator. Women who choose the "highly authoritarian" style of management (the style most frequently adopted by men) in order to show they are "in charge" often alienate their subordinates and sabotage their own chances for success.[68] Negative evaluations are also given to men for such behaviors but so few women occupy management roles that any problems they have are more visible and are criticized more harshly because of their minority status.

The socialization of women once they have gained entry into management usually involves adjustment to the demands of the male work place. Women accept but can become too dependent on the rationale of belief in the effectiveness of the formal structure. They can become victims of the "Cinderella Syndrome" and "the way things should be" because they develop no sense of an organizational environment. Women almost consistently fail to recognize and work with the dynamics of their work environment and consequently fail to build it into career aspirations over the long term.[69] They must become aware of and use "the informal system of relationships and information sharing, the ties of loyalty and dependence, of favors granted and owed, of mutual

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[68]Cronin and Pancrazio, "Women as Leaders," p. 584; and Hennig and Jardim, Managerial Woman, p. 20.

[69]Berry, "Higher Education," p. 68; Hennig and Jardim, Managerial Woman, pp. 7-8, 12; and Terborg, "Women in Management," p. 647.

benefit of protection...which men have and use."[70] Women must learn to perceive their work environment in terms of advantage, and translate their perceptions into behavior and response. They must take advantage of advantageous situations.

Teachers must become more involved in the administrative process in order to begin their training early. Early training is most necessary for women because a major conclusion about women's career development is that they decide late. They usually first make a conscious commitment to advancement when they are well (usually ten years) into their teaching "career."[71] They have usually no special advantages of preparation for the future (which advantages and preparation they could have been taking). This lack of involvement and delay in making a career decision is related to the socialization process of women and the attempts to channel women into traditional roles. However, a sense of "passivity" and a lack of knowledge about their strengths has caused many women to imprison themselves in self-doubt. It is apathy rather than antagonism which has kept women from gaining the knowledge they need to advance themselves in a career in education.[72]

Training programs specially tailored to the needs of women are one suggestion for promoting women into educational administration careers. Formal preparation has traditionally consisted of graduate work and/or a Master's Degree. Certificate programs requiring residence training or internship have also been included or used as supplemental programs. However, despite recent program revisions (since 1976) "little consensus exists in regard to

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[70]Hennig and Jardim, Managerial Woman, p. 12.

[71]Ibid., pp. 11-12.

[72]Ibid., and Campbell et al., Educational Administration, p. 345.

how best our administrators should be prepared."[73] This is partly because of the lack of research evidence on program effectiveness and also because each university creates programs which meet the special needs (or desires) of each university and its faculty. Training programs for women have been numerous in recent years and have built into their designs program evaluation techniques. The discussion of the outcomes of such programs will illuminate the value of special preparation for women.

Early training programs for women administrators "were founded on the assumption that faculty women needed compensatory education because they had been excluded from both formal and informal training experiences" such as those by which male faculty members had been prepared.[74] Many people advocated separate training because women encountered different problems than men. Others advocated "co-educational" training to educate the men in order to reduce at least the degree of severity of the problems. Some said that the integration of such special subject matter into existing programs would be best because men and women need the same training in order to compete equally.[75] The debate has not ended but the number of training programs in the 1970s, specifically to facilitate the entry of women into academic administration, shows that this response was based on an attempt to equalize the preparatory experiences of women and men.[76] Training programs for women have served a basically remedial function.

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[73] Rae André and Mary I. Edwards, "Training Women for Administration," Journal of NAWDAC 42 (Fall 1978): 18.

[74] Ibid., p. 16.

[75] Reha, "Preparing Women," p. 69.

[76] André and Edwards, "Training Women," p. 16.

Programs "for women only" have both opponents and proponents but have helped "to overcome legacies of prejudice, self-doubt, and the absence of role models."[77] Many women have become able, through this type and other forms of special help, to cross sex-role barriers and overcome role conflicts between achievement and femininity. The social retraining of women (and of men) provided in some programs is aimed at preparing both teachers and administrators to first see, then eliminate sexist practices. The goal of these types of social and psychological retraining is to allow the opportunity for women (and men) to learn how to relate to each other as equals.[78] Special programs for women quite simply are efforts to "optimize" human potential and resources.

Training programs for women have also been seen as a positive response to Title IX's requirements for sex fair employment opportunities. By providing specialized training to women, many educational institutions perceive this response to legislation as a means of producing a pool of women to meet the legal requirements of employment practices of management. The "free competition" aspect of this orientation is intended also to satisfy the requirement of the law.[79] The rationale is that "unless we begin training larger numbers of women to be able to compete successfully with men, equality is unobtainable."[80] The training of women to compete successfully not only has built-in difficulties associated with socialization, sex-role

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[77]Kimmel et al., "Special Programs," p. 586.

[78]Goerss, Women Administrators, p. 17.

[79]Ellen Kimmel; Dorothy Harlow; and Mary Topping, "Training Women for Administrative Roles," Educational Leadership 37 (December 1979): 231.

[80]Hennig and Jardim, Managerial Woman, p. 188.

stereotyping, aspiration, and lack of role models or personal commitment, but also difficulties of deciding what is the best administrative training for all administrators, regardless of sex.

Research shows that a major hindrance to women is a lack of technical experience. The most recently established programs for women have increased the emphasis on managerial skills, fiscal knowledge, government-university relations, and managing information flow.[81] Women have been shown to be outstanding supervisors but "lack a strategic dimension, a long-term objective" necessary for a successful managerial career.[82] Therefore, the recent emphasis on the more "pragmatic" skills, which can assist women as they enter or perserve within the field of educational administration is aimed at equiping women to take advantage of equal opportunity.

Activities in women's training programs have focussed on providing training identified as most valuable to women. Examples of courses or topics offered in such programs follow:

Organizational Structure
Budgeting and Finance
State and Federal Legislation
Developing Supervisory and Managerial Skills
Human Relations
Issues of Equality
Barriers for Women
Networking
Role Models and Sponsors
Assertive Social and Professional Behavior

The impact of these special training programs,[83] as demonstrated in the examples

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[81] Ibid.

[82] Ibid., p. 40; and Frasher and Frasher, "Feminine Profession," p. 6.

[83] André and Edwards, "Training Women," p. 19; Berry, Higher Education, p. 138; Campbell et al., p. 345; and Reha, "Preparing Women," p. 69.

which will follow was evaluated in terms of usefulness to the participants and the positive and negative effects of the training. The programs basically were of two types: one of which was short-term (inservice or summer programs) and the other of longer duration (graduate study/internship programs). A considerably higher percentage of those who reported a positive impact on their careers were in the longer term programs.[84] It would seem that the deculturation and resocialization process is most pronounced in success if planned carefully over a longer period of time. Remediation of this social problem through education cannot be effected by a "band aid" approach.

Special programs to prepare and promote women into educational administration have been numerous in the 1970s. Each program has its unique characteristics and aims but all center on increasing the awareness of women about their strengths, spurring them to consider and plan for their careers, making them become more "visible" in their present jobs, and making them aware of and more capable of using the informal network system by which men advance - or teaching them how to create their own networks. Many of the programs were (and are) connected with institutions of higher education and tried to achieve the preceding goals through the combination of special programs with regular graduate work and additional field experience. Internships and other field experiences were included in many program plans in an effort to increase the professional opportunities of women by "mainstreaming" them during their training. The goal of creating a pool of qualified women seeking administrative positions was often met, as will be validated

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[84] André and Edwards, "Training Women," pp. 16-18.

in the discussion of the results of the programs, and another goal may yet be met. The production of a "cadre of qualified women who may serve as change agents for education" may be realized as these women move into the upper eschelons of the educational bureaucracy.[85]

The special training programs reviewed will not be discussed in detail. A list of some of the more well-known programs and an identification of their monetary base will follow as general information.

HERS (Higher Education Resource Service) Funded: "Summer Institute for Women in Educational Administration," Bryn-Mawr.

WEEAP (Women's Educational Equity Act Program) Funded:

FLAME (Female Leaders for Administration and Management in Education), The University of Southern Florida.

WAI (Women and Administration Institute), University of Southern Florida.

WISA (Women in School Administration), Montana School Board Association.

PROJECT ICES (Internship Certification Equity Leadership and Support), Kansas.

PROJECT DELTA (Design for Equity-Leadership Training Attitudes), Kansas.

CARNEGIE Funded:

IAA (Institute for Administrative Advancement), University of Wisconsin-Madison.

AIP (Administrative Internship Program) Cedar Crest College.

Crystal City Program

San Diego Minority and Women Administrators' Training Project, San Diego State University.

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[85] Kimmel et al., "Special Programs," p. 587.

Other:

Alumnae Council Internship Program for Women, University of Michigan.

Internship Program for Women, Claremont Colleges, California.[86]

All of these programs functioned in the 1970s. They varied in curricular offerings and length of study according to geographical influences and needs but all focussed on meeting the needs of women entering educational administrative careers. The success of the programs was not dictated by location and local influence but success was a universal result.

The successes for women completing the training programs studied were both tangible and intangible. Tangible results reported by women on later assessment instruments included job promotions, raises, increased responsibility, better performance on interviews, and other signifiers of increased career mobility. The less tangible results included increased self-confidence, improved personal attitude, broadened thinking ability, heightened visibility, and access to professional networks.[87] The programs themselves were considered most successful because of the higher completion rate of the participants and the production of a pool of administrators with good credentials (either earned as part of the long-term programs or because of the motivation of the short-term programs), most of whom were hired or promoted into upwardly mobile positions.

Positive results for both women trainees and special training programs

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[86] André and Edwards, "Training Women," pp. 16-17; Kimmel et al., "Special Programs," pp. 586-587; Kimmel et al., "Women Administrative Roles," pp. 229-231; and Merino, "Program Report," pp. 37-42.

[87] André and Edwards, "Training Women," pp. 16-18.

can be traced to two major program characteristics - support and motivation. A lack of both is considered by researchers to be most responsible for keeping women (and other minorities) from pursuing administrative careers.[88] Therefore, the overall success of special training programs can be related to increasing the awareness of women about the leadership skills they possess and to helping them develop those skills and attitudes necessary for success. Career preparation for women entering educational administration whether gained in special training programs, internships, or through the help of sponsors, and the support of networks is suggested.

Changes to improve the special training programs were suggested by the participants. The ideas for improvement centered around an issue basic to the rationale of specialized training for women - special treatment. Although many of the women felt a need for special help because of the lack of an "old girl system" others said that a mixed (male and female) group of participants would allow women to more accurately perceive their relative competence and would reduce the stigmatizing effect of "'special' equals more money (cost)" and labeling ("affirmative action person") on the careers of women. Working with other women was considered a good cooperative learning experience but some women felt that too narrow a perspective resulted from the lack of a mixed group; other vantage points were considered necessary to increase the impact of such training for administrative positions.[89] The compromise situation which suggests itself is that women who have special need for the cooperative setting of "women only" enter such training programs but that they attempt to "advance" into the programs for both men and women

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[88] Merino, "Program Report," pp. 44-45.

[89] André and Edwards, "Training Women," pp. 18-20.

as quickly as possible. Both men and women need to work together to solve the problem of discrimination in educational administration.

A word of caution is suggested in regard to the consideration of special training programs as a panacea for the problems of discrimination in administration. Training programs such as those reviewed were not intended to substitute for academic credentials, but to serve as additional credentials. Also, such programs were formed to be most useful to women already in positions from which they could move up the administrative ladder. The realization that personal aspiration is necessary before a woman can begin to model her career plans and make a commitment to a career path and that gaining a professional identity and access to important professional networks are the steps to success, point to training programs as facilitative of upward mobility. The tangible results of the programs also show that special training to prepare women for administrative work can have a predictive dimension - many become successful.

Internship programs, sponsors and networks were suggested by or included in training program outlines. The road to success in educational administration is not limited to credential-based qualifications. Experience, particular kinds of experience, and making connections were rated as highly in importance as academic preparation. Internship programs were particularly valued because of the opportunities they present for learning about administration and learning to administer. Growing professionally and gaining the most relevant and useful types of field experience through internship was considered vital to future administrators' successes. The idea of internship (really a form of apprenticeship) has become a growing trend of the 1970s and has been strongly supported by all those who have

completed such work or worked with persons in internship positions.[90] Moving into the field in such a pre-service course has an additional strong point - making connections.

Women have major difficulties in making beneficial connections in educational administration. The need first to overcome the "Cinderella Syndrome" through which belief they come to rely on the dream that "someone" will recognize their brilliance and "pick" them for success. Women need to learn how to play the game. This is difficult to learn because women have not been socialized to persevere and seek professional success despite a lack of external support.[91] Women have not found it easy to develop important informal contacts because of socialization. Therefore, women really need sponsors, people in positions of authority and power, who can both support and advance these women. In other words, women need to become able to use the same techniques as men in moving ahead. They need to be taught the game and properly coached

The "Queen Bee Syndrome" has become a popular discussion topic but has rather heavy implications for the chances of success for women entering educational administration. The Queen Bee views other women as competitors not only because of her success or her position but also because most women have been socialized to compete for men. This results for not only the Queen Bee but also the aspiring female in what sociologists call "monority self-hatred."[92] These women have made it and even though they are in the

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[90]Cronin and Pancrazio, "Women as Leaders," p. 585.

[91]Clement et al., "No Room," p. 23; and Rosser, "Women Fight," p. 32.

[92]Cronin and Pancrazio, "Women as Leaders," p. 584; Strommer, "Feminism and Education," p. 86; and Terborg, "Women in Management," p. 656.

best positions, and at times are the only available women, to serve as sponsors, they are often not motivated to do so because of a sense of superiority - and fear.

Women need to help other women further their education and use their education fully. Women administrators must identify themselves as available to serve as role models for future women administrators "and by their professional behavior refute stereotype images."[93] They need to share what they know and help to build a support system for women. Such women need to see the long-term advantages to the preparation of more women - more colleagues - for administative positions. They need to realize the implications of a support system over time and make a personal commitment to establishing that system.

Men also must become educated to see the value and worth of women in educational administration. An examination of existing research data can quickly reveal the overall success of women who have served in administrative positions in education. To overlook this important human resource would be to perpetuate the faults of the system. Women may provide a differing cultural point of view of importance to education - to overlook this source of mental income to the system would be foolish.

Networks have been begun by women to provide the means of support and the system of information sharing necessary to advance in an administrative career. Men have long valued and used network systems and the "behind the scenes" actions between men have usually been exclusive of females. Women suffer from a lack of a sense of community and the mutual support men have

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[93] Goerss, Women Administrators, p. 5.

traditionally had.[94] Women need to help each other through such informal systems and must be taught how to use the existing networks in education in order to take advantage of opportunities for career advancement and promotion. Women need to become committed to learning how to play the game.

In learning to play the game through the "networking" process, women can find the support they need to carry them through their careers.[95] The importance of support from others is vital to helping women recognize and deal with sexism, helping women assuage their guilt and fear resulting from the socialization process, encouraging insights, and minimizing pain. Women must cease to fear the labels "ignorant" or "weak" if they ask for help or information.[96] Such fears can only block one's ability to learn. Women must gain insights into their strengths and evaluate all prior experiences in terms of the future. Women need to become personally committed to preparing for careers through retraining efforts directed at learning to evaluate themselves and their career prospects, to plan their careers, and to learn to deal with the difficulties which will arise because of their sexual identity.

Women need to develop networking systems especially to overcome the effects of socialization. Women are traditionally raised to compete with each other. As a result, not only do women defeat themselves by creating job situations in which they are wholly dependent on themselves or become

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[94] Blaska, "Women in Academe," p. 176; Rhea, "Future of Women," p. 313; and Strommer, "Feminism and Education," p. 83.

[95] Angela Stent, "Academe's New Girl Network," Change 10 (June-July 1978): p. 18.

[96] Nielsen, "Sexism and Self-Healing," p. 473; and Hennig and Jardim, Managerial Woman, pp. 43, 160-161.

Queen Bees, they also do not become prepared to compete with men (who typically have a better psychological and practical background preparation for career advancement and achievement).[97] By participation in "networking" women can learn to work with and value each other and can begin to gain those survival skills which can help them promote themselves.

By learning to work within such an informal system, and with the people within the system, women can begin to learn about access routes to advancement and can have a better chance for success because of this exchange. It is hoped that gradually both the "old boy" and the "new girl" networks will be replaced by competency based networks. Until such a time, all persons involved in education must work hard to provide the support and encouragement needed to both men and women. For system survival, we must develop and make the best use of our human resources.

Conclusions

Progress in education is based upon the decisions of its leaders. If progress is to be made, then the best qualified people must be employed in leadership roles. Employing the best qualified people requires a conscientious effort to recruit and train potential administrators. To make the best use of the available human resources, educational institutions must recruit, train, and employ people for leadership roles based on the concept of equal opportunity. "Because women professionals in education have undergone the same expensive basic training as their male counterparts," the existing shortage of women administrators demonstrates a lack of commitment to the rational

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[97] Goerss, Women Administrators, p. 18; and Hennig and Jardim, Managerial Woman, pp. 40-41; 167.

use of human potential.[98] "The underused and untapped talents of aspiring women administrators are needed to improve the quality of education on all levels."[99] Schools will continue to experience a "drain" of competent women as long as they hinder the progress of women in administration.

Many women have reacted to the reduction of opportunities for advancement in educational administration by looking for and finding administrative positions in other fields. By considering other sectors of the economy, they have not only found numerous opportunities for advancement, but also greater monetary rewards.[100] The best job for any person is that job which is the highest and most valuable the person is capable of performing. As women who are desirous of contributing to the improvement of our educational system become dissatisfied they become subject to the lure of the business world with its financial, and other, rewards. Although research shows that many sectors, including business, of our society are under-utilizing or misusing the talents of women, education is behind in providing equal access and recruiting women for administrative positions.[101] The educational system may continue to decline in effectiveness if it does not prove the efficient use of its ample resources of female potential. If the system of education waits too long to attract and develop its female population, it may not be able to compete with other employers. Women who have a choice between "first class" citizenship with high prestige and monetary rewards and "second-class" citizenship with intrinsic rewards and low pay may reevaluate their career

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[98] Kimmel et al., "Special Programs," p. 586.

[99] Clement et al., "No Room," p. 21.

[100] Kimmel et al., "Women Administrative Roles," p. 230.

[101] Ibid.

goals and reject their "messianic" purposes.

Those women who do not become lost to education will face three vital challenges from which the intrinsic rewards mentioned will come. Women administrators must help shape the role of education in society by meeting these three challenges. They must see the responsibility for the preparation of prospective teachers and administrators as a way to insure nonsexist education, they must become more assertive in their participation in the profession, and they must help clarify the personal commitments to education of each women educator. Women administrators must help remove the negative mythology of sexism and help all students recognize the contributions of both women and men to society.[102] Such a role can help women rise from minority status to full citizenship. Women can have such a positive impact on the American educational system if they can see their role as one of importance, an independent, worthwhile contribution to the system, not a modeling of male behaviors and attitudes. Women must work with men, not compete with or attempt to defeat them. Women need to see the obstacles to their advancement not as personal failures but as challenges for which they have developed the strengths to overcome.[103]

Women who have achieved success in administrative careers have not been found to be "deviants" from tradition. They are women who are independent and achievement oriented. They do not confuse equality with equivalence and do not ask for special treatment because they are female. They do not expect constant feedback, are not needy of autonony and do not have higher self-esteem or a greater belief in their own power than most women. They

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[102] Goerrs, Women Administrators, pp. 17-19.

[103] Geneva Fletcher, "To Be An Administrator, and a Woman," Voc Ed 55 (April 1980): 33; Frasher and Frasher, "Feminine Profession," p. 10.

are ready for their positions, they know what they want, and how to play the game to get it.[104]

The implications of this research apply to three groups: recruiters of educational administrators, men in administration, and women. Recruiters must not continue to ignore significant findings related to effective school administration which show women as capable of holding administrative positions. In short, they must discontinue discrimination on the basis of sex-role stereotyping because such a practice is morally and legally unacceptable. Despite the decreasing numbers of opportunities for upward mobility because of declining enrollments nationwide, recruiters must follow the rules. "Affirmative action is not based on the premise that previously excluded groups should be included only when there are more places at the table."[105] Women need to be encouraged, not discouraged, to enter educational administration or such loss will be the system's loss.

Men in administration obviously need more development and the cooperative input of women. They have not been the panacea for the system's ills. Women must discard the restrictive aspects of traditional "femininity" and must no longer tolerate discrimination. They must correct sexist language, they must make their aspirations known and actively pursue their goal. They must apply for jobs, and invoke legal action when necessary. Women must be overprepared and overcompetent before they will be accepted in most administrative positions. The decision of what degree of commitment to make and what price to pay for advancement will have to be personal, but it should become more reasonable as women become more accepted in educational administrative careers.

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[104] Ibid.; and Goerss, Women Administrators, p. 10.

[105] Kimmel et al., "Special Programs," p. 589.

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